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ABSTRACT

This book examines some of the causes of violence in schools. It discusses school violence over the past 30 years and tracks the most common directions student violence takes. The text emphasizes the importance of partnerships in reducing violence--with students, parents, God, the community, and law enforcement--and looks at ways to improve these relationships. It describes how educators may improve campus safety by calling on people, technology, planning, training, and the law. It also emphasizes that the economic costs involved in enhancing student safety need not be excessive; through the careful use of people, technology, facilities, the law, training, and practice, schools can significantly heighten their students' safety. However, since the unthinkable sometimes happens in the best schools, ways that educators should react to an armed assault are likewise discussed, along with an outline of tactics that can significantly improve the chances of survival. The book concludes with suggestions for a long-term solution to on-campus violence and offers thoughts derived from the author's many years of observing firsthand the escalation of violence in the U.S. Two appendices provide further information on sexual harassment policies and the penal code. (RJM)

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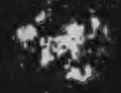
Seeking Safer Schools

An Educator's Guide to Promoting School Safety



Gerald W. Boyd, M.S.

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Seeking Safer Schools

An Educator's Guide to Promoting School Safety

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2000

National Catholic Educational Association

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Forword

Violence has become a daily occurrence. Many news programs each evening begin with a litany of violent activities that took place across the country and around the world. We formerly believed that schools were safe places and respected by the would-be terrorist. Unfortunately this is not the situation today. Violence enters the school not only from outsiders but now from the very students themselves.

All Catholic educators hope and pray that violence does not enter our schools. While we cannot foresee every circumstance that leads to an attack on students or teachers, we can take steps to reduce the possibility of such an attack. The main thesis of this book is that we can take precautions to minimize the possibility of such an assault. We Catholic educators do not want our school to become armed forts, because we seek to create a Christian community in them. Taking judicious precautions does not reduce the quality of the Christian community. On the contrary, being prepared enhances the Christian community.

While the author's purpose in this publication was not to address the root causes of violence, we Catholic educators have a responsibility to assist our students to avoid violence. This education may include mediation strategies, time-out,

conflict resolution, etc. However, our education cannot just be a negative approach. It must also be positive. We need our students to recognize in all people the person of Christ. Catholic social teaching emphasizes the dignity of each person. Only when this concept becomes a lived reality with each person will violence disappear. We help to reach this attainable goal by assisting one child at a time to become more Christ-like.

The NCEA Department of Elementary Schools expresses its gratitude to Gerald Boyd for his initiative in this project and for presenting a well-developed program for schools. Many other people assisted in the production of this book. Members of the Department of Elementary Schools Executive Committee reviewed the original manuscript and offered thoughtful suggestions for revision. Sister Ann Scianella, SND, and Michelle Rimar of the department's office worked on editing the manuscript. Beatriz Ruiz of the NCEA Computer Graphics Department designed the cover and format of the book. To all these people we express our gratitude.

The NCEA Department of Elementary Schools offers this book to the members of the association in the hope that they will find the material useful and that by implementing a safer school program the possibility of violence to the students or staff will be reduced.

Robert J. Kealey, Ed.D.
Executive Director

James Brennan, Ed.D.
President

Feast of the Guardian Angels 2000
Department of Elementary Schools
National Catholic Educational Association

Dedication

This book is dedicated to all who have been the victims of school violence and to the brave educators, law enforcement officers, firefighters, emergency medical personnel and others who have tried to protect the students of our nation.

In particular, this work is dedicated to Jake Ryker, a student of Thurston High School in Springfield, Oregon, who, though injured, disarmed a gunman, thus saving others from injury or death; and, William "Dave" Sanders, a teacher at Columbine High School in Littleton, Colorado, who was slain while helping students escape to safety.

Preface

It is an unfortunate fact that these are perilous times for schools in the United States: perilous because as never before in our history, violence on campus is becoming not the rarity it has historically been but, rather, an all-too-frequent occurrence. Certainly, the recent mass murders on campuses in Colorado, Oregon, Arkansas, and elsewhere serve as indicators of this fact. On a less dramatic and newsworthy level, violence of other types has also found its way onto almost every campus in the nation.

Fatal on-campus shootings grab the headlines as well as the attention of educators, students, parents, law enforcement, and the community as a whole. Yet, criminal assaults, threats against students, school administrators and faculty, bomb scares, and other lesser forms of violence are just as problematic. The question becomes one of whether we, as educators, stand by waiting for such events to occur, or do we proactively do something about them. The "do something about them" ranges from prevention of violence, or opportunities for violence, in the first place, to responding appropriately at the very outset of a violent act to insure that it does not escalate.

In this book, the author addresses some of the causes of the current wave of terror being experienced in our schools.

He discusses practical ways of preventing many of these incidents from occurring at all. The legal standing and "rights" of school employees and students are examined. Most important, he offers specific tactics that may be employed to reduce deaths and injuries that too frequently befall those who are unprepared.

The author is uniquely qualified to address this important subject. He is a veteran of 29 years of law enforcement, which includes duties in some of the highest crime areas in the United States. He is a former SWAT team member and SWAT team commander. He served as a chief of Police for 15 years prior to his retirement from law enforcement in 1996. For the past three years he has served as a full-time educator and is currently the associate principal of both a catholic middle school and high school in the northern California area. The advice he offers in this book has day-to-day, practical application for every teacher and school administrator in our country today.

Dr. Raymond L. John, Principal
The Bishop Francis A. Quinn Schools
Palo Cedro, California

CHAPTER 1

Introduction

Recently, a number of my coworkers and I were sitting in the faculty workroom talking about a variety of issues. The terrible tragedy at Columbine High School in Colorado was the focus of much discussion. One of the teachers asked what she should do if, God forbid, a shooting incident were to occur on our campus. That was a subject we had as a faculty discussed in the past. Another teacher quickly followed with a question regarding bomb threats. They both expressed the belief that neither type of event was likely to occur on our campus, but either one could. That is an important point. The worst of incidents can happen on the best of campuses.

I later thought about the questions those teachers asked. They were obviously good questions, and the teachers were concerned about finding good answers. From a police officer's perspective, they were relatively simple questions to answer, although the answers might not be perfect. I considered their questions more and more over the days that followed and discussed them with my wife who also teaches at the high school level. She helped me understand a simple

truth. When I face questions about on-campus violence, bomb threats, or students threatening other students, I have a long career as a law enforcement officer behind me as a frame of reference. Most teachers and school administrators do not.

Further discussions prompted me to consider writing a book such as this and, in the near future, a more detailed treatment of the subject. While my experiences as a law enforcement officer do not make me a better person or a better teacher, those experiences shared with my fellow educators may help save lives and prevent injury. That is my singular motive for authoring this work.

In the pages that follow, school violence and how it has assumed a different form over the past three decades, will be discussed. Several of the most common directions student violence takes will be examined, with some specific thoughts on how to keep problems from escalating.

If we are to reduce the amount of dangerous behavior in our schools we, as teachers and administrators, will not accomplish that objective on our own. We need to do it in partnership—with students, parents, God, the community in general, and law enforcement in particular. Chapter 3 is devoted to exploring how school/police relationships can be enhanced.

Improving campus safety is a function of people, technology, planning, training, and the law. These are issues discussed in Chapter 4. The economic costs involved in enhancing the safety of our students need not be excessive. The costs in terms of human effort, on the other hand, may be substantial. We need, however, to make that human effort.

Chapter 5, "Surviving An Armed Assault", is a direct result of many such crimes which have occurred on campuses in recent years. As will be explained in the chapter itself, there are no guarantees of safety when facing someone

with a firearm. However, the tactics outlined, if followed, can significantly improve your chances of survival.

Chapter 6 concludes the book with some thoughts about a long-term solution to on-campus violence. They are thoughts developed from many years of observing firsthand the escalation of violence in our country and what, in particular cases, has contributed to that violence. The solution is not technology in the form of gun detectors or security cameras, although many of us use them. The solution doesn't rest in making our campuses into fortresses. The solution rests in values, and in that chapter, arguments are presented in support of that position.

CHAPTER 2

What Is School Violence?

For those who have been involved with schools over the past 40 years, a partial answer to the chapter's question is that school violence today has changed dramatically since the early 1960s. As those who taught then will recall, on-campus violence was generally restricted to fistfights between young men. Often it involved a disagreement over a sports contest or a girl. Seldom were weapons other than fists involved.

What constituted on-campus violence in our nation's largest cities by the late 1960s was much more than fist fights. The definition of campus violence began to change rapidly. Knives, clubs, and guns became more commonplace. The reason for fights changed as well. Disputes over who would control narcotic and drug traffic at and around the school often were the catalyst. No longer were fights one on one. Gang activity, much of it given birth in Los Angeles and other metropolitan areas, meant group conflicts with some of them occurring on campus. Another phenomenon was the entry of girls and young women into the fray. At first, they simply carried the weapons used by the males.

The obvious reason was that they were often overlooked in weapons searches because of the problems created by male police officers searching female juveniles. This was in the era of few female police officers assigned to street patrol duties.

Girls became combatants in their own right and girls' gangs began to grow in number and size. No longer were they just offshoots of male groups. With the escalation of narcotics/drugs, and the growth of gangs around such criminal enterprise, came drive-by shootings. More than a few middle and high schools became the venue for such crimes beginning in the late 60s and continuing to the present time.

What did not often happen, until just a few years ago, was the premeditated murder by student suspects of fellow classmates, teachers, and school staff. Psychologists and sociologists struggle to try and identify causation. Some social scientists note that, lured by some types of music and some Hollywood movies, more and more of our nation's youth are becoming involved in Satanism, cults, and white supremacist organizations. They are being brainwashed into the conviction that those who hold beliefs different from theirs are evil and ought to be exterminated—a very dangerous situation to say the least—very reminiscent of Hitler's regime.

As we enter the second millennium, we see members of such groups, along with those mentally disturbed for other reasons, engaged in mass murders on our nation's campuses. Littleton, Colorado; Springfield, Oregon, and Jonesboro, Arkansas are just three examples. In each case, firearms, and in several cases, explosives, were the weapons of choice. In Chapter 5 and elsewhere there will be a discussion of practical measures that may be taken to prevent such incidents or to respond appropriately and safely if prevention fails.

It is critical to this discussion to recognize that on-campus bloodbaths are not the only form which school violence takes. In fact, there are lesser forms of violence that occur on our campuses daily. It is violence that, left un-

checked, escalates to the headline-grabbing slaughters we are all acutely aware of. What are some of the things that constitute violence with which we ought to deal?

Sexual Harassment

Sexual harassment is a form of violence that often rears its ugly head in our schools. In the minority of cases it is violent in the physical sense. Violence can, however, be psychological. There is little question (ask anyone who has ever been the victim of sexual harassment) that this crime is psychologically damaging. What is sexual harassment? It is an unwanted advance of a sexual nature that creates discomfort on the part of the victim. It can be verbal (suggestive statements), physical (unwanted touching), or accompanied by gestures or body language.

Sexual harassment must not be tolerated. If it is ignored, it exposes school staff and administration to lawsuits and potential criminal prosecution. Federal law under both the civil and criminal components of the 1964 Civil Rights Act can apply. More important, however, than the legal consequences to school employees who ignore sexual harassment, are other outcomes.

Sexual harassment not dealt with invites escalation up the violence pyramid. When a perpetrator of sexual harassment (which in many states is a criminal offense in and by itself) is not dealt with swiftly and firmly, an invitation to further violence is created. The Courts have taken that position, and school districts as well as individual district administrators and employees have paid dearly for looking the other way.

A sample school-based Sexual Harassment Policy is included as Appendix A at the end of this book. If your school does not have a similar policy, it is important that one be adopted quickly. Once a policy is in place, it is critical that all members of the school community be made aware of its specific provisions. Of greatest importance is the need to

enforce the policy each and every time it is violated with preferential treatment shown to none. In terms of student sexual harassment violations, first offenses of a minor nature may be dealt with by detention or suspension. Repeat offenders ought to be expelled. Generally in an individual school or district, one expulsion sends a clear and convincing message to all students and on-campus harassment frequently stops altogether.

Threats

Threats of harm can take many forms, and the victims can be anyone in the school community. Threats may be verbal or written and may be directed by a student to fellow students, faculty, staff, or administration. Threats also come from other parties, such as parents. There was, recently, an incident in which two teachers who gave a student a deserved but failing grade in their courses were threatened verbally by a parent. This was a situation in which it became necessary and appropriate to involve local law enforcement. Unbeknownst to the school, this particular parent was on parole for a previous act of violence. His parole was revoked and he was returned to state prison to serve the remainder of his sentence, plus additional time for the parole violation. In the opinion of the investigating detective, had the incident not been reported to the police, the suspect would likely have carried out his threats and two teachers might have been harmed.

There is a difference between a disagreement or even a heated argument and threats of violence. No matter whether the suspect is a student, a parent, or a spectator at a school football game *threats should never be tolerated. They should always be documented by the victim and all witnesses and reported to the police.* Many states have enacted legislation making threats directed at school employees a criminal offense. Such legislation wasn't enacted on a whim. It was in response to violent acts arising because of threats against

people who were simply doing their jobs. California Penal Code Sections 626 et al serve as excellent examples of unlawful school related conduct including threats. Appendix "B" includes a series of California laws pertaining to schools. The laws in your state may not be identical, though many states have copied the California model. It is recommended that you familiarize yourself with the laws that do apply in your state. Your local prosecuting attorney or State Attorney General's office should be able to provide copies of those statutes.

Bomb Threats

A very specific type of violent act is the bomb threat—violent whether a bomb explodes or not. In fact, potentially very dangerous even if, as is most often the case, there is no bomb. Bomb threats, and of course bombs themselves, must be handled correctly or the consequences can be devastating. Panic resulting in students trampling each other is just one example.

Bomb threats can be the tactic of someone truly disgruntled with the school or with someone working at, or attending, the school. Bomb threats can also be the tool of a lazy student looking for an afternoon off or looking to avoid a scheduled test or examination. The problem with bomb threats is that from experience, we know that the vast majority of them are false. Each one could, however, be real and all of them must be treated as if they are real. We walk that fine line between doing too little or too much in response to them.

For many good reasons, bomb threats require action. First, every possible detail about the person making the threat should be recorded. Such threats, as you know, usually come via telephone. Thus, things like accent, tone of voice, exact words used in making the threat, and possible age of the caller are important. There is a bomb threat form included as Attachment "C" in this booklet. It is strongly

recommended that every person at school who may answer the telephone (receptionist, secretary, student worker, etc.) be trained in the use of this form. Copies should be kept close at hand. Accurate observations recorded immediately on this form are often the only substantive evidence law enforcement has to work with when they are investigating bomb threats. There is not a state, by the way, in which the making of such a threat is not a criminal offense.

Bomb threats must result in a search of the campus. Sometimes the caller specifies an area in which he/she has allegedly planted the device. That is, of course, a good place to start, but your search must not stop there. Every part of every building on the campus, including building exteriors must be searched.

The question of building or school evacuation is a difficult one. There are some school authorities who are so intimidated by such threats that whenever one is received school is dismissed for the day. That sort of reaction invites repetition. On the other hand, there is no excuse for not conducting a thorough search while members of the school community are in a place of safety and then having school resume if no device is found. One technique used by many schools to discourage student initiated bomb threats is to extend the school day on the day of such a threat by at least the amount of time students missed class due to the threat. Is it mere coincidence how effective that is in minimizing the number of threats received?

One key point concerning evacuations is that we often assume, though we never should, that the area where we are sending the students is safe. For decades, students have been moved during bomb threats and almost always they are evacuated to an open area such as a playground or athletic field—somewhere open and away from structures. Why? Because 40 something years ago that's the advice school principals received if they thought to ask their local police what to do in such situations. Times have changed, and we

need to think about that for a minute.

Evacuations are called for in most school bomb threat situations. They should last until a search has been conducted and no device found. And, yes, it does make sense to get students out of buildings that could collapse on them if a bomb detonates. But it makes no sense at all to assume that open spaces are safe.

An angry student intent on destroying the lives of classmates or teachers may well be at least "Internet-connected" to one or more militant or terrorist groups. And, thusly connected, s/he may well have had exposure to some terrorist tactics. Forty or 50 years ago, when current practices were first taught, there were no such tactics. Now, there are. Is that football field you intend to evacuate your students to really safe? When the incident occurs, search that field, quickly but thoroughly, before you send kids to it.

On that football field or playground you are about to assemble not just one class but probably your entire student body. If an explosive device has been planted on the field it becomes a deadly trap. As long as you are going to check the field or playground, make sure you look ***around*** that field or playground. One of the terrorist students that decimated Columbine High School with bombs and gunfire might well have used a diversionary approach. An example would be to activate the fire alarm system resulting in students evacuating to an open space such as the football field. Then two or three co-conspirators on the perimeter of that ball field can open fire on what are essentially "sitting ducks". Before you evacuate to an area, make sure that no one is targeting it.

So, in bomb-threat cases, we evacuate and then we search. It is important to understand why we, as school employees, search. Most modern police agencies won't search your school, even if you ask them. There are two reasons for this, one better than the other. First, they (or perhaps we should say their attorneys) are concerned about

municipal (or county) liability. What if they search, don't find anything, and you return students to the classroom. Then a bomb goes off and students are injured or killed. They do not want to be held responsible or financially liable.

There's a better reason why most police departments won't do an ***initial*** bomb search. That is because you and your staff are more qualified to search than they are. That is because you know the property. You know every nook and cranny. You know what doesn't belong and what appears out of place. Therefore, in most cases, school personnel will be asked to conduct the initial search and when/if you find something that doesn't belong, then law enforcement will come in. They will investigate that suspicious package or briefcase. If they have a "bomb dog," they'll bring it in. If they have a bomb squad, they'll use that also. If they need outside help from another agency such as the Federal Bureau of Alcohol, Tobacco and Firearms (ATF), they'll call for it and they will deal with the device to conclusion.

So the initial search is yours to complete and what you are looking for is the unusual and out of place. How do you conduct the search? Methodically, and with company. Each building to be searched should be searched by a team of two, preferably the two people most familiar with that particular building or building wing. That enhances the probability of finding a device if one is there.

Why two searchers? There are several good reasons for this. Four eyes are better than two. If something is found, one can remain with it to keep the area clear while the other exits and notifies authorities. You might say, "We have two-way radios so one person with a radio can find the suspicious package, guard the scene, and notify others without any help." Please consider this: there are not, fortunately, a lot of explosive devices manufactured to detonate when in the radio frequency field emitted by a hand-held radio transmitter. But some are made that way. A rule followed by public

safety officials at a bomb-threat scene, and one you should follow as well, is DO NOT use a radio transmitter until the incident has been rendered safe.

Bomb threats are serious and criminal acts. Expulsion and criminal prosecution of any student involved in making such a threat should be a matter of policy.

Since in bomb-threat incidents we've put ourselves into a situation where we as educators are involved with law enforcement, now is an appropriate time to talk about the police-educator relationship. Chapter 3 is devoted to a discussion of that relationship.

CHAPTER 3

Police and Educators— A Needed Partnership

It wasn't too many years ago that there was a real distrust of educators by the average law enforcement officer. Unfortunately that distrust, and even dislike, often went both ways. Police officers tended to view teachers as "too liberal," "too protective of kids," "too idealistic," "don't understand that there are bad kids," etc. On the other hand, the police were viewed by many educators as "too harsh," "too rigid," "only care about putting kids in jail," etc. It's no wonder that with an oil/water mix like that, there wasn't much cooperation between police and educators for most of modern history.

Fortunately for all of us, and most fortunate in terms of safe schools, these stereotypes have largely broken down. There is more of a spirit of cooperation between education and law enforcement. That is as it should be.

If our schools are, indeed, to be safe, we need to foster an even more cooperative relationship between those who teach kids and those who enforce the law. Some of the

responsibility for doing that rests with the police. Most of the responsibility rests with us as educators. With a vitriolic history, though, working to the ideal relationship between the two professions won't be easy and it will take some time.

In the late 1960s, the Los Angeles County Sheriff's Department pioneered a program which put Deputy Sheriffs in the classroom as teachers in a program called "Students and the Law." A few years later the Los Angeles Police Department developed a program known as D.A.R.E. tm (Drug Awareness Resistance Education). D.A.R.E. has flourished and has found its way into classrooms not only across the nation but around the world as well.

There was a study several years ago which was critical of the D.A.R.E. program. That study claimed that the program does little to keep kids off drugs on a long-term basis. That study misses an important point. The D.A.R.E. program is worthy of support even if the number of kids it keeps off drugs is minimal. Why? Because it puts children and policemen together in a positive way, and it builds some mutual respect and understanding. More important, D.A.R.E. more than any other program, has fostered a greater spirit of cooperation between law enforcement and educators. In terms of safer schools, that is a very positive outcome.

Following D.A.R.E., there has been much greater interest on the part of both educators and policemen in having officers on campus. Now we have police K-9 handlers giving demonstrations at schools. So do SWAT teams, police bicycle patrol officers, and traffic officers. We are not talking only about better police/school/student relations as a result of these efforts, but about a police presence on campus which may serve as a deterrent to violence and other criminal acts.

Many police departments in the nation now provide "School Resource Officers." This is a program which puts an officer on a campus (sometimes several campuses share

the same officer) on a full-time basis. The officer is a visible deterrent to crime. He/she also builds productive relations with students and faculty, can assist with problem resolution, and can provide school administrators with valuable input on safety/security issues. Some schools that have the School Resource Officer program in place ask the officer to sit as a member of the School Attendance Review Board, chair the School Safety Committee, or even sit in on employment interviews for prospective teachers and staff members.

Within American law enforcement today a popular policing model is known as Community Oriented Policing (COPS). It goes by other names such as Neighborhood Policing, Problem Oriented Policing, etc. Whatever the name, it has the same effect if structured properly. What a COPS program does is encourage officers to become partners with the community, working together to solve not only crime problems but deal with many social and economic difficulties as well. One main component of COPS is building better relationships with schools. This is an opportunity for your school to take advantage of the many resources the typical police or sheriff's department represents.

The advantages of a law enforcement officer on campus are numerous. In fact, if the assigned officer is selected properly, it will prove a good fit and the advantages become even more pronounced. Students who know an officer is on campus tend to behave better. A second benefit is that a uniformed presence is not overlooked by "outsiders" who may otherwise decide to come on your campus and cause trouble. Third, law enforcement officers are a good resource for your faculty. They know a lot of people in your community. They are connected to organizations that protect children, offer substance abuse counseling, and the like. They are available as guest speakers for Health or U.S. Government classes. Some are excellent sports coaches and might assist you in a coaching shortage. And, most men and women of law enforcement are just nice people, skilled at

helping others, and great to have around when any crisis strikes.

If you agree that having an officer on campus on a full- or part-time basis makes good sense, then here are some tips on how to gain that resource. Some of these tips may not apply to your school for a variety of reasons. But at least a couple will.

Does your school participate in the D.A.R.E. Program? If it does, then you have an officer on campus part time and certainly you have reaped some benefits of the sort discussed herein. If you are not a participant in the program and your local law enforcement agency offers it, you may wish to contact them and request to participate. There may be some costs involved, and for some those costs may be prohibitive. However, many agencies that provide D.A.R.E. offset some of the costs, and frequently schools need fund only the workbooks and some other materials and supplies. Local service clubs or school booster clubs or parent groups are often willing to raise funds to support the program.

A similar approach may be utilized to establish a School Resource Officer (SRO) position on campus. Does your local law enforcement agency offer such a program? If not, are they willing to? Will they share a Resource Officer between two campuses? Generally an SRO is more expensive than a part-time D.A.R.E. officer. The good news is that there is a federal program (COPS) which can award grants to fully or partially fund additional officers to local agencies for activities just like this.

Let's assume for sake of discussion that neither of the aforementioned programs are available in your jurisdiction. Does that mean no possibility exists for having uniformed officers spend time on your campus? Certainly not. There are effective and sometimes creative steps that you, the educator, can initiate that will result in a police presence—and not just when a crime has occurred and they are obligated to respond.

A meeting between school administrators and the local law enforcement head (that might be the Chief or Sheriff, local precinct Captain, or station Commander) in which the school makes it clear that officers are welcome on campus at any time can be very effective. Asking for the area or "beat" patrol officer to stop by once a day even if only to park in front of the school while he/she completes his/her paper work between calls for service is a plus. Better yet, let the police agency know that officers are welcome to come in on their coffee breaks, sit down, and have a cup of coffee and relax for a few minutes. And here's a comment only an ex-cop can get away with. If you really want an officer to take a coffee break on campus, offer to throw in some free donuts.

Police personnel do have a lot of paper work to complete each day, and their follow-up investigations often require access to a telephone. Even in this era of cellular telephones, offering to provide a small office with a phone for use by local patrol officers may prove the right incentive to get them on campus.

Finally, look at your parents. You might find, as did a local Catholic school of 340 students, that a dozen parents of your students are law enforcement officers. Ask them to stop by while on duty, and they will relish the opportunity.

Let me share one of our experiences. The local sheriff's department serves our school for most law-enforcement matters. Traffic enforcement, however, is the responsibility of the State Highway Patrol. Extending the offer, "Stop in at any time," often results in members of both agencies being on campus at the same time. Talk about a therapeutic effect on student and visitor behavior!

Your government and health teachers can invite local police to serve as guest speakers in their classes. You can invite the Neighborhood Policing Team Leader to attend one faculty meeting a month. Even if you don't have your own officer on campus, you can have an officer sit as a

member of the School Attendance Review Board. There are many ways to enjoy the benefits of a uniformed presence on campus and some of them cost you absolutely nothing beyond the taxes you already pay.

The advantage of a visible police presence on and around your campus is not restricted to deterring criminal conduct and violence by members of the school community or those who would target your school. Having an officer on campus and familiar with it can be a lifesaver if a serious incident ever were to occur. Officers who have spent time at your facility will know their way around better and more expeditiously than those who have never set foot on the property. They will know, for example, that you keep floor plans and plot plans available in your office for their use in an emergency. They will know the chief custodian upon whom they might need to rely for utility shutoff in the event of a hostage-taking situation. They will know that in a medical emergency, high power lines will prevent a medivac helicopter from landing on your football field. So they can save time by directing it to the baseball field instead.

Whatever your preconceived notions might be about law enforcement, believe one thing. In a true emergency, they are your best ally. It just makes good sense to cultivate a positive relationship before that emergency occurs.

There are many ways in which working cooperatively with law enforcement can benefit your school and enhance its safety. However, as we will see in the following chapter, there are steps you can take to improve safety that involve no contact with your local police.

CHAPTER 4

General Campus Security Considerations

Enhanced campus security results from attention to five factors:

- People
- Technology and facility improvements
- Using the law to your advantage
- Proper planning
- Training and practice

To the extent that you maximize each of these components, you significantly improve your school's security and reduce the potential for tragedy. Each factor is important and will be discussed separately.

People

All states require some screening for employees of schools, but not all states are equally stringent in their requirements. As a general rule, teachers and others whose duties involve frequent on-campus contact with students must complete background checks. In the interest of safety, and to protect

your liability and that of the school, you may wish to implement a broader background check requirement. Many believe that every full- and part-time employee of a school (including part-time coaches) and every volunteer who has on-campus contact with students should complete the fingerprinting and background process. You may have the "cleanest" full-time staff in the world, but end up with a volunteer who is a child molester if you do not follow this recommendation.

On a positive note, people, specifically all school employees, should be security conscious and security involved. It should be a matter of policy that any school employee who sees someone on campus who he/she does not recognize as belonging there, must approach that person and in a pleasant, tactful way inquire as to that person's reason for being there. That sends a powerful message about how much importance your school places on safety and security. Here is an example of how such a practice pays unexpected dividends. Early this past summer, a few days after school was out and students and most of the staff had left for the summer, a local Catholic school principal was on campus completing some end-of-the-year work. He observed a man drive up to the front of the school and park in the faculty parking lot. The person appeared to be looking around the school. The principal took his portable two-way radio with him and approached the vehicle. He introduced himself to the vehicle's occupant in a very pleasant way and asked if he could be of assistance. The visitor asked why the principal had come to check on him, and the principal explained that safety and security was a high priority on campus whether classes are in session or not. The man had heard good things about the school but had never seen the campus. His purpose was to just look it over. He was so impressed with the "checking out" of a stranger that he took the time that day to enroll his son in the school for the fall semester.

Technology and Facility Improvements

Reasonableness and finances are the only limits to using technology to improve campus safety. Technology is a wonderful thing. We have the capability for satellites to photograph matchbook size documents from space. We can now communicate around the world with a device not much larger than a wristwatch. Our campus security technology needs are not that exotic. What is reasonable is the use of equipment that helps you observe and communicate better, and, in some cases, that helps you control physical access to your school.

Consider a high school in a high-crime rate area where drugs, gangs, drive-by shootings and on-campus violence are all too common. The campus is enclosed with a high fence. Students enter and exit the campus at only two places, both of which are staffed with security personnel. Metal detectors are used in an effort to reduce the number of deadly weapons brought on campus. The local police department, from time to time, stages drug-sniffing dogs at the entrances. Video surveillance cameras are used to record activity; the security force is equipped with two-way radios; and each classroom has a "panic button" for use when things get out of hand. Not anyone's idea of a good learning environment, is it? Thankfully, most of our schools will never need to employ technology to that degree or modify the physical plant to be so restrictive.

Even though your school is "average" or below average in terms of crime or violence, there are some steps that one high school was forced to take that probably have reasonable application for your school. Take two-way radios for example. At a recent conference, the National School Public Relations Association discussed the importance of good communications during times of emergency and on-campus tragedy. Those in attendance, who had actual experience with campus-related crises, stated that there was no more valuable tool for managing such events than the two-way

radio. At least key staff members ought to have them, and they should be available for use by physical education teachers and others who may be supervising students in areas where telephones are unavailable. They are a great tool for summoning help in a medical emergency, coordinating events and activities, reporting a suspicious person on campus to the office, or requesting help if a fight breaks out between a couple of students.

A few tips about two-way radios may be of value. One is they are not nearly as expensive as you might think. Good two-way radios on commercial, business band, or Family Radio Service frequencies can be purchased locally for less than $125 apiece. If you have them, you need to train the users, and you need to use them on a regular basis or they will be forgotten when they are needed the most. Finally, someone (perhaps the office receptionist) needs to be the point of contact for staff with radios. A two-way radio is valuable in an emergency, but only if there is a guarantee that someone will be listening when a call for help comes.

Bad things do happen inside classrooms, and on occasion a teacher needs to summon help and fast. Is there a telephone in the classroom, which connects directly to the office? If there is time to place a call to the office and explain what is occurring when help is needed, that is preferable. In that way, people responding to assist know what they are responding to. However, ideally the phone should include a panic button (or a separate panic button should be installed near the teacher's desk or lectern) for use when it is impossible to dial a number or take the time to talk. Granted, it doesn't give those responding to assist any information other than there is trouble in classroom "X." But it does allow you to summon help when other ways of doing so are unavailable.

Along with technology, physical plant improvements contribute to safety. Your school should already have a site-safety committee whose members look at potentially danger-

ous conditions and equipment. This is, of course, intended to minimize risk of injury. But there are some other things in terms of the facility that can contribute to safety in the broader sense. One is the placement of video cameras on key buildings and in strategic locations so that undesirable activity can be monitored and recorded. Such cameras are actually a great deterrent to criminal behavior, and once their installation is known, behavior is almost guaranteed to improve. There are even cases in which the installation of "dummy" (non-working but realistic appearing) cameras had the same desirable effect. Dummy cameras are not very expensive.

Facility lighting is a major deterrent to crimes committed during hours of darkness. Criminals do not like to engage in their activities where they are visible. Proper lighting allows passing police patrol cars to have a better view of what is occurring on the campus.

While it is not a plant improvement, please consider the important role that campus neighbors can play in the security of your facility. For a school administrator it is very beneficial to know the people who live near your school. It is important, in terms of good public relations, to provide them with a copy of your school newsletter so they know in advance when special events and major activities will take place. They are much more likely to tolerate the noise and added vehicle traffic if they know about an event ahead of time. Those same people, if you develop rapport with them and give them a sense of "ownership" in your school, can also serve as extra security eyes and ears. Neighbors who observe acts of trespass, vandalism, or burglary can call the police and can obtain suspect and vehicle descriptions. This is all very helpful not only to you but to law enforcement.

Another plant addition that deters crime is a sign-in system. Some states have enacted laws that require visitors to K-12 school campuses to register in the office. Those states that impose such a requirement mandate that signs to

that effect be posted at the entrances to the school. Even if your state does not impose this requirement, you can elect to post such signs and have office registration as a school requirement. What does that accomplish? First the sign alone sends a message that the campus is controlled and monitored. Second, it does result in visitors coming to the office rather than roaming around at will.

In addition to "Visitors must register in the office" signs, and keeping in mind that signs can be a deterrent to crime, consider posting some others. "No Trespassing," "Vehicle Code Enforced," "Crimes Occurring On Campus Will Be Prosecuted" and "Protected by Alarm and Video" signs have their place as well. Again, signs are no guarantee against criminal activity. They are, however, reasonably inexpensive and do serve to deter some misbehavior.

Using the Law

Federal, state, and local government pass laws for the specific purpose of protecting people. That includes protecting school employees. It makes little sense then not to use the very laws that were created for that purpose. Most police administrators take the position that law enforcement officers are paid to take some verbal antagonism and criticism. They are not, however, paid to tolerate threats or physical violence, both of which are criminal offenses. Teachers and school staff should be no different. School employees may have to exercise the patience of Job in the classroom, but they do not have to tolerate abuse from anyone. Students or parents who verbally threaten teachers or school employees and certainly those who physically assault them, should be separated from the school community...immediately. And, if a crime has occurred with a member of the school community as the victim, law enforcement must be brought into the picture.

If the end result of police involvement is that an arrest is made or prosecution sought, so be it. If order is ever to

return to the campuses of our nation, it will not be facilitated by turning the other cheek when a crime has been committed.

Many, but not all, California laws pertaining to schools have been included in Appendix "B" of this booklet. If you are an educator, particularly an administrator working in another state, become very familiar with the laws that apply to your schools. Then make sure that you and your staff enjoy the protections those laws were intended to provide.

Planning

If all of the people who have designs on committing crimes or acts of violence on our campuses failed to plan their crimes, fewer such crimes would be successfully committed. And, of the unplanned ones attempted, fewer would be successful. Unfortunately, more and more perpetrators of on-campus crimes and violence ***do*** plan their deeds in advance. The Columbine High School slaughter clearly illustrates that point.

If those who would harm us are engaged in planning, it certainly behooves us to plan as well. A review of many school emergency plans discloses that many of them are inadequate. Adequate plans become outdated so a periodic review and updating of plans (at the end of each school year) is recommended.

Most emergency plans meet the minimum requirement which, in most places, means that it addresses what to do in case of fire. The plan needs to do a lot more than that. In some states earthquake response needs to be discussed. In other states tornadoes need to be addressed and in many states hurricanes or other weather emergencies are important as well.

Ask yourself this question about your current emergency plan. Does it require the storage of some non-perishable food (high-energy bars) and some potable water in each classroom? You should maintain such supplies in a quantity

sufficient to support a full classroom for twenty-four hours. Why, since we keep that sort of thing in our cafeteria? What if the tornado or hurricane or earthquake destroys the cafeteria or makes getting to it impossible? Or, what if two or three gunmen take over part of the school and your students must stay inside your classroom for ten or twelve hours before they are rescued? As you know, that has happened, and very recently. Here is an even more likely example:

In a local school potable water is stored in a closet in each classroom. Each classroom also has a sink with water faucet. One day in late August of a recent school year (that school begins classes for the year during the third week of August) a construction crew ruptured the main water line which supplies water to the campus. It happened around noon on a day when the temperature was 104 degrees. It was clear that it would take hours to repair the water line. There was no alternative but to close school for the day. It is illegal to have students inside a building with no functioning fire sprinkler system.

Closing school for the day and having all students leave campus expeditiously are two different things. The students were removed from the classrooms and were directed to sit under a covered lunch area while staff began calling parents to come and pick up their children. Without going into detail, it was a three-hour process before the last student left campus. Given the time involved and the temperature plus the lack of commercial water, it is most fortunate that, according to the school's emergency plan, there was enough bottled water on hand to keep students hydrated.

Plans must go beyond natural and human-caused disasters. In this era they must include acts of violence and crimes in progress as well. It is strongly suggested that the issues to be discussed in the next chapter give rise not only to discussion, preparation, and training but to emergency plan revision as well.

Training and Practice

So now we have good people, properly equipped, working in a physical plant that is safety enhanced, and we have a solid emergency plan. What's next? One of the things noted over the years, and it happens in professions other than education, is that some planner or safety expert will develop an outstanding plan and it is included in the faculty or personnel handbook. And, we *assume* that people will understand the new, modern, state-of-the-art plan and we never take the time to explain it or train in it. That is a big mistake. To be of value, plans must be understood. Training facilitates understanding. At faculty or staff meetings the new plan or changes to an existing plan should be discussed. Staff should have an opportunity to ask questions for clarification.

Once training has been presented, we need to practice what we have learned. This is similar to how we teach in the classroom. Drills that focus on each individual possible catastrophe in your plan should be conducted, with no less than one drill each month. One time it may be fire, the next earthquake, and the next a shooter on campus. Over the course of a semester, every student should practice the correct response to each type of eventuality. Faculty and staff should practice each type of incident response twice per semester

Presently, the most serious threat our students face is that of an armed assault. Appropriate responses to such incidents can, and should, be practiced as well. Chapter 5 addresses that topic in detail.

CHAPTER 5

Surviving An Armed Assault

This is clearly the most difficult chapter to write, for several reasons. First, it is the most directly related to the safety of people in a school environment, particularly children. Second, it will be impossible to cover every eventuality as shooting situations (which most campus mass-murders are) vary in each case. There are many unknowns. Third, because though tactics learned, used, and taught by police SWAT officers are very effective, for the most part, they are not tactics that can be recommended to you and the people whose safety you are responsible for in a school environment.

During the seemingly endless series of campus shootings that took place during the past several school years, many schools felt a strong obligation to train their students in terms of how to react if such an incident ever occurred on campus. Since students range in age from four or five (preschool/kindergarten) to 18 or 19 (high school) quite different levels of maturity and self-control will be evident.

Our principal is a combat veteran of the Vietnam War, a former United States Marine. He and I discussed what to

say to our students and what to recommend they do if confronted by a shooter in school, a shopping mall, or any other public place. He and I faced the same problem. Tactics he used to survive in Southeast Asia and tactics I used in armed encounters on the streets of Los Angeles were much better than what we could teach our students. However, they simply aren't realistic for children to use.

If a trained police officer or member of the military is being shot at and for whatever reason is unable to return fire, such a person will flee the assault in the most rapid and erratic manner possible. Such a person will run as fast as possible away from the shooter, zigzagging, jumping, ducking, rolling, and yelling. They will not be a stationary target; the way such a person will move will be so erratic and unpredictable that even an expert shooter will have a very difficult time hitting him. A classroom or playground full of terrorized students cannot and will not react that way. So, what do we tell them, and what do we recommend to you?

If a shooting occurs and students are in a group outside and you are their supervisor, the very best thing you can do is try, quickly, to determine where the shots are coming from and how many shooters there are. Are the shots, in fact, being fired at your group? If your group is not the target, and if you can determine the location of the shooter(s), it ***may*** be possible to quickly move the group out of harm's way. Out of harm's way does not mean hide behind some bushes. Bushes are concealment, but they won't stop bullets.

The only safe place to be is behind cover, with cover between you and the shooter. Cover is something that will stop bullets, but you must keep in mind that what is cover for one type of bullet may only be concealment for another type. A building may stop a round of 38-caliber ammunition fired from a handgun. It may not stop a .308 caliber projectile fired from a rifle. Chances are you will have no idea what type of ammunition is being fired at you, so seek

the best cover possible. Once you and your students find cover, stay down and stay put unless the position of the shooter(s) changes, forcing you to move. Use your two-way radio and report exactly what is occurring: where you are, where the shooters are, how many there are. Do you know of any one having been hit by bullets? Where are they? What do the shooters look like? Do you know their identity, e.g. disgruntled students?

If your school does not have portable two-way radios and you own a portable cellular telephone, carry it with you at all times on campus. In an emergency it may be your only link to the outside world, and it may save your life. Recent school shootings in which teachers used cell phones to call the police prove this point. Administrators, *please* do not have a policy that prohibits teachers from carrying cell phones on campus. Students shouldn't, but if teachers have them they should, for the reason just discussed.

If you face the same scenario as just discussed but there's nowhere to go, no way to run to cover, what do you do? This isn't a perfect answer, and it may not work in terms of saving lives and preventing injuries. This isn't a perfect world either and all we can do is our best. If someone is intent on killing us, he/she will. If there is nowhere to go, then go nowhere. Have everyone in the group get flat on the ground, facing away from the shooter if possible and do not move. In fact, tell the students to pretend to be dead.

Again, this is not a perfect tactic. It is, however, a fact that standing shooters frequently miss targets below them (as a prone person would be). Yes, they could walk up and shoot at point-blank range and probably hit their target. The "average" school shooter, however, will not do that. A second reason for this maneuver is that some demented young shooters lose interest in all but moving targets. They don't get the satisfaction they would get from hitting someone who is obviously running scared—so they may not shoot.

What about the situation in which you and your students are in a classroom and through one means or another you become aware that there is a gunman on campus. What do you do? This one is a bit easier than the out-in-the-open situation. Keep in mind the cold, hard fact that if a shooter is motivated, trained, and intent on getting to a particular victim, very little will deter him/her. In some of the recent school shootings, the suspect(s) did have particular targets in mind and did find and attack those targets. There is much evidence, however, that many shooters do not have particular victims in mind. They will take the easiest targets. Your task is to not be an easy target and to ensure that your students are not either.

It is important that the preventative steps which follow be completed as quickly and as quietly as possible. If you are in a classroom and the shooter is not, do the following things and in this order:

1. *Lock the door(s) to the classroom*

Comment: Classroom exterior doors must, based on the fire code, open outward not inward. Generally exterior doors are well constructed due to fire code and other requirements. If you lock that door and wedge a chair or student desk under the doorknob on the inside, it will be very difficult, if not impossible, for anyone to kick or force the door inward. It will also be very difficult for a gunman to pull such a door outward. Locking the door does not prohibit entry but it does make it much more difficult for someone without a key. Remember, many shooters will do what is easy, not that which is difficult.

2. *Close and lock windows and close blinds, drapes or other window coverings.*

Comment: It is difficult to hit what you cannot see. If a gunman walks by your classroom and he/she cannot see inside, it is likely that he/she will not shoot into the class-

room; or, the shooter will fire randomly which reduces his chances of hitting a victim. If your classroom has window coverings, close them immediately if you learn of an armed suspect on campus.

3. *Turn out the lights.*

Comment: This one is easy; it's hard to hit what you cannot see and with the lights on, silhouettes are created. You do not want that.

4. *Have the students play the "sardine game." That is, have them get as low to the ground below the height of the bottom of the classroom windows and as close to the outside wall as possible right below the windows. Bunch them up as close to each other and as close to the area where the floor and wall meet as possible.*

Comment: A shooter walking by a classroom which he/she cannot see into, who does decide to shoot, is going to shoot into the center of the room through the window or door. The shooter will do this based upon a visualization of "normal" seating, i.e. where he expects the students to be. The goal is to get the students into an area the shooter will not likely target. The wall below the window may be reinforced, adding some actual cover to its concealment. Even if it will not stop bullets, it is an area of protection because it is unlikely in the shooter's mind that his targets will be there.

5. *Use your two-way radio, talking in a low voice and with the radio's volume turned low, and advise the office of your status. Let them know you will not move yourself or your students until law enforcement personnel come to your room to effect a rescue.*

6. *Reassure your students and keep them as quiet as possible.*

7. If you need to move about, to get food or water from a closet, do so by crawling as low to the ground as possible.

Again, these steps will contribute to safety. However, their use will depend upon particular situations. Unfortunately, only a person facing an actual armed encounter can make the decision concerning which course of action is best.

Responding quickly and correctly to danger is key to surviving the threat. It is far better, however, to prevent the threat from developing in the first place. The concluding chapter offers some thoughts on that subject.

CHAPTER 6

Conclusion

Criminal behavior, especially violent criminal behavior, is something we all hope to avoid on our campuses. The suggestions offered in this booklet, if implemented, will reduce and in some cases eliminate criminal behavior on campus. In the case of violent assaults, the goal of implementing these suggestions is to prevent injury or death.

At the outset of the book, a brief case was made for value-based education. If we establish values, make their importance clear to our students, and hold students accountable for their behavior, we will have accomplished two very important objectives. First, a value-based code of conduct in a school that students obey makes for a safer school. Second, we prepare our students for life better after their school days are over if we help them become responsible for their actions.

It is important to have in place a reasonable set of rules that members of the school community must obey. Most of us have such rules in writing in a document like a Parent/Student Handbook. The problems begin when we fail to

enforce those rules and hold our students accountable. Some educators are just "too nice." They are always willing to give a student another chance. If at some point there are not consequences for misbehavior, then a second chance becomes a third or fourth or fifth. Before too long, students begin to consider the rules meaningless, and the disciplinary process a joke. When that leads to criminal behavior or on-campus violence, we have only ourselves to blame.

There are some educators who have not learned how to say "no" to students when "no" is the correct answer. Or, they want to be "friends" with students. I sincerely like working with students. I shed tears at graduation because I feel close to my students and will miss seeing them after graduation. I am friendly towards students, ***but I am not their friend***. There is a critical distinction between the two conditions. You do not have to be a student's friend, or ignore his/her misdeeds, or fail to discipline when it is deserved in order to be a good teacher. To the extent you are a fair, honest, and objective disciplinarian, which is part of your job, you contribute directly to campus safety and a reduction in violent behavior.

In 1979 I authored one of the very first books ever published on the subject of police officer survival. It was entitled *The Will To Live: Five Steps To Officer Survival.* In the concluding chapter I expressed two sincere wishes. The first was that conditions in the United States would improve to the point where the tactics and techniques I described in the book would no longer be needed. My second wish was that if the first wish could not come true, that we would continue to develop new and better techniques for helping police officers survive deadly encounters.

Over twenty years later, I hold the same two wishes about the environment in which educators pursue their profession. I hope violence in our schools comes to an end, but failing that, I hope we continue to develop new, better, and more effective ways of diminishing its impact.

APPENDIX A:

Sexual Harassment Policy

Every employee, whether faculty, staff or administration, and student has the responsibility to know and understand the school's policy forbidding sexual harassment. All employees and students are prohibited from making suggestive comments or unwelcome sexual advances, demanding sexual favors, initiating unwelcome physical contact, or engaging in other verbal or physical conduct of a sexual nature in the workplace/classroom or relative to fellow employees in work-related activities. Sexual harassment is a form of sex discrimination; it is illegal and will not be condoned.

An individual who feels he or she is the victim of sexual harassment should notify a person in administration immediately. BQHS and SFMS are committed to investigating and acting on all charges in a timely fashion. The consequence for an individual who has participated in sexual harassment is severe discipline, up to and including termination, or expulsion if a student, and possible civil damage liability.

It is our ethical and legal responsibility to create a non-discriminatory school for everyone.

Confidentiality: Every effort shall be made to protect the privacy of parties involved in any complaint. Files pertaining to complaints are confidential and will be discussed only when necessary for the investigation and/or resolution of the matter.

Retaliation: Bishop Quinn High School and St. Francis Middle School forbid retaliation against anyone who reports sexual harassment or who participates in the investigation of such a report.

The Law:

Title VII of the Civil Rights Act of 1964 prohibits discrimination on the basis of sex. The Equal Employment Opportunity Commission (EEOC) stated that engaging in or permitting sexual harassment, a form of sex discrimination, constitutes a discriminatory employment practice that violates federal equal employment opportunity laws. The courts and the EEOC describe sexual harassment as overt and readily noticeable or subtle and difficult to prove.

Definition of Sexual Harassment: For purposes of this policy, sexual harassment is defined as including, but not limited to: unwelcome sexual advances, requests for sexual or physical conduct of a sexual nature directed toward a student by an employee or by another student toward an employee, under any of the following conditions:

a) Submission to or toleration of sexual harassment is an explicit or implicit term or condition of any services, benefits, or programs sponsored by the school.
b) Submission to or rejection of such conduct is used as a basis for an academic evaluation affecting a student.
c) The conduct has the purpose or effect of unreasonably interfering with a student's academic performance, or creating an intimidating, hostile, or offensive learning or working environment.

Examples of Sexual Harassment

Verbal:

- Repeatedly referring to an adult or student as hunk, doll, babe, or honey
- Making sexual comments about a person's body
- Making sexual comments or innuendoes
- Turning work discussions to sexual topics
- Telling sexual jokes or stories
- Asking about sexual fantasies, preferences or history
- Making sexual comments about a person's clothing, anatomy or looks
- Repeatedly asking out a person who is not interested
- Telling lies or spreading rumors about a person's personal sex life

Non-Verbal:

- Looking a person up and down (elevator eyes)
- Blocking a person's path
- Following a person
- Displaying sexually suggestive visuals such as posters, cartoons or drawings
- Making facial expressions such as winking, throwing kisses or licking lips
- Making sexual gestures with hands or through body movements
- Whistling at someone, cat calls

Physical:

- Giving a massage around the neck or shoulders
- Touching a person's clothing, hair or body
- Hanging around a person
- Hugging, kissing, patting, or stroking
- Touching or rubbing oneself around another person
- Standing close or brushing up against a person

Other:

- Retaliation for having reported an act or having provided information about an act of sexual harassment

Victims of Sexual Harassment:

Sexual harassment can occur in a variety of circumstances including, but not limited to, the following scenarios:

- The victim, as well as the harasser, may be a woman or a man
- The victim does not have to be of the opposite sex than the harasser
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct
- Unlawful sexual harassment may occur without economic injury to the victim

APPENDIX B:

Penal Code Sections Related to Schools

602.11 Obstruct Entry/Exit of Health Facility, Church or School

(a) Any person, alone or in concert with others, who intentionally prevents an individual from entering or exiting a health care facility, place of worship, or school by physically detaining the individual or physically obstructing the individual's passage shall be guilty of a misdemeanor punishable by imprisonment in the county jail, or a fine of not more than two hundred fifty dollars ($250), or both, for the first offense; and imprisonment in the county jail for not less than five days and a fine of not more than five hundred dollars ($500) for a third or subsequent offense. However, the court may order the defendant to perform community service, in lieu of any fine or any imprisonment imposed under this section, if it determines that paying the fine would result in undue hardship to the defendant or his or her dependents.

(b) As used in subdivision (a), the following terms have

the following meanings:

(1) "Physically" does not include speech.

(2) "Health care facility" means a facility licensed pursuant to Chapter 1 (Commencing with Section 1200) of Division 2 of the Health and Safety code, a health facility licensed pursuant to Chapter 2 (commencing with Section 1250) of Division 2 of the Health and Safety code, or any facility where medical care is regularly provided to individuals by persons licensed under Division 2 (commencing with Section 500) of the Business and Professional Code, the Osteopathic Act, or the Chiropractic Initiative Act.

(3) "Person" does not include an officer, employee, or agent of the health care facility, or a law enforcement officer, acting in the course of his or her employment.

Miscellaneous Crimes

626.11 Definitions - Miscellaneous Crimes – Schools

(a) As used in this chapter:

(1) "University" means the University of California, and includes any affiliated institution thereof and any campus or facility owned by the Regents of the University of California.

(2) "State University" means any California state university, and includes any campus or facility owned, operated, or controlled by the Trustees of the California State University.

(3) "Community college" means any public community college established pursuant to the Education Code.

(4) "School" means any elementary school, junior high school, four-years high school, senior high school, adult school or any branch thereof, opportunity school, continuation high school, regional occupational center, evening high school, or technical school

or any public right-of-way situated immediately adjacent to school property or any other place if a teacher and one or more students are required to be at that place in connection with assigned school activities.

(5) "Chief Administrative Officer" means

(i) The president of the university or a state university, the Chancellor of the California State University, or the officer designated by the Regents of the University of California or pursuant to authority granted by the Regents of the University of California to administer and be the officer in charge of a campus or other facility owned, operated, or controlled by the Regents of the University of California, or the superintendent of a community college district.

(ii) For a school: the principal of the school; or a person who possesses a standard supervision credential or a standard administrative credential and who is designated by the principal: or a person who carries out the same functions as a person who possesses a credential and who is designed by the principal.

(b) For the purpose of determining the penalty to be imposed pursuant to this chapter, the court may consider a written report from the Department of Justice containing information from its records showing prior convictions; and the communication is prima facie evidence of the convictions, if the defendant admits them, regardless of whether or not the complaint commencing the proceedings has alleged prior convictions.

626.2 Unauthorized Student or Employee Willfully Entering Campus

Every student or employee who, after a hearing has been suspended or dismissed from a community college, a state

university, the university, or a school for disrupting the orderly operation of the campus or facility of such institution, and as a condition of such suspension of dismissal has been denied access to the campus or facility, or both, of the institution for the period of the suspension or in the case of dismissal for a period not to exceed one year; who has been served by registered or certified mail, at the last address given by such person, with a written notice of such suspension or dismissal and condition; and who willfully and knowingly enters upon the campus or facility of the institution to which he or she has been denied access, without the express written permission of the chief administrative officer of the campus or facility, is guilty of a misdemeanor and shall be punished as follows:

(1) Upon a first conviction, by a fine not exceeding five hundred dollars ($500), by imprisonment in the county jail for a period of not more than six months, or by both such fine and imprisonment.

(2) If the defendant has been previously convicted once of a violation of any offense defined in this chapter or Section 415.5, by imprisonment in the county jail for a period of not less than 10 days or more than six months, or by both such imprisonment and a fine not exceeding five hundred dollars ($500), and shall not be released on probation, parole, or any other basis until he or she has served not less than 10 days.

(3) If the defendant has been previously convicted two or more times of a violation of any offense defined in this chapter or Section 415.5, by imprisonment in the county jail for a period of not less than 90 days or more than six months, or by both such imprisonment and a fine of not exceeding five hundred dollars ($500), and shall not be released on probation, parole, or any other basis until he or she has served not less than 90 days.

Knowledge shall be presumed if notice has been given as prescribed in this section. The presumption established by this section is a presumption affecting the burden of proof.

626.4 Authority of Chief Administrative Officer to Revoke Authority of Person to Remain on Campus - Reinstatement

(a) The chief administrative officer of a campus or other facility of a community college, a state university, the university, or a school, or an officer or employee designated by the chief administrative officer to maintain order on such campus or facility, may notify a person that consent to remain on the campus or other facility under the control of the chief administrative officer has been withdrawn whenever there is reasonable cause to believe that such person has willfully disrupted the orderly operation of such campus or facility.

(b) Whenever consent is withdrawn by any authorized officer or employee, other than the chief administrative officer, such officer or employee shall as soon as is reasonably possible submit a written report to the chief administrative officer. The report shall contain all of the following:

(1) The description of the person from whom consent was withdrawn, including, if available, the person's name, address, and phone number,

(2) A statement of the facts giving rise to the withdrawal of consent.

If the chief administrative officer or, in the chief administrative officer's absence, a person designated by him or her for this purpose, upon reviewing the report, finds that there was reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus or facility, he or she may enter written confirmation upon the report of the action taken by the officer or employee. If the chief administrative officer, or in the chief administrative officer's

absence, the person designated by him or her, does not confirm the action of the officer or employee within 24 hours after the time that consent was withdrawn, the action of the officer or employee shall be deemed void and of no force or effect, except that any arrest made during such period shall not for this reason be deemed not to have been made for probable cause.

(c) Consent shall be reinstated by the chief administrative officer whenever he or she has reason to believe that the presence of the person from whom consent was withdrawn will not constitute a substantial and material threat to the orderly operation of the campus or facility. In no case shall consent be withdrawn for longer than 14 days from the date upon which consent was initially withdrawn. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the two-week period. The written request shall state the address to which notice of hearing is to be sent. The chief administrative officer shall grant such a hearing not later than seven days from the date of receipt of the request and shall immediately mail a written notice of the time, place, and date of such hearing to such person.

(d) Any person who has been notified by the chief administrative officer of a campus or other facility of a community college, a state university, the university, or a school, or by an officer or employee designated by the chief administrative officer to maintain order on such campus or facility, that consent to remain on the campus or facility has been withdrawn pursuant to subdivision (a); who has not had such consent reinstated; and who willfully and knowingly enters or remains upon such campus or facility during the period for which consent has been withdrawn is guilty of a misdemeanor. This subdivision does not apply to any person who enters or remains on such campus or facility for the sole purpose of applying to the chief administrative officer for the reinstatement of consent or for the sole

purpose of attending a hearing on the withdrawal.

(e) This section shall not affect the power of the duly constituted authorities of a community college, a state university, the university, or a school, to suspend, dismiss, or expel any student or employee at the college, state university, university, or school.

(f) Any person convicted under this section shall be punished as follows:

(1) Upon a first conviction, by a fine not exceeding five hundred dollars ($500), by imprisonment in the county jail for a period of not more than six months, or by both such fine and imprisonment.

(2) If the defendant has been previously convicted once of a violation of any offense defined in this chapter or Section 415.5, by imprisonment in the county jail for a period of not less than 10 days or more than six months, or by both such imprisonment and a fine not exceeding five hundred dollars ($500), and shall not be released on probation, parole, or any other basis until he or she has served not less than 10 days.

(3) If the defendant has been previously convicted two or more times of a violation of any offense defined in this chapter or Section 415.5, by imprisonment in the county jail for a period of not less than 90 days or more than six months, or by both such imprisonment and a fine not exceeding five hundred dollars ($500), and shall not be released on probation, parole, or any other basis until he or she has served not less than 90 days.

626.6. Interfering With Peaceful Conduct of Campus - Failure to Leave or Reentering Campus by Person Not a Student Officer or Employee

If a person who is not a student, officer or employee of a college or university and who is not required by his or her employment to be on the campus or any other facility owned,

operated, or controlled by the governing board of that college or university, enters a campus or facility, and it reasonably appears to the chief administrative officer of the campus or facility, or to an officer or employee designated by the chief administrative officer to maintain order on the campus or facility, that the person is committing any act likely to interfere with the peaceful conduct of the activities of the campus or facility, or has entered the campus or facility for the purpose of committing any such act, the chief administrative officer or his or her designee may direct the person to leave the campus or facility. If that person fails to do so or if the person willfully and knowingly reenters upon the campus or facility within seven days after being directed to leave, he or she is guilty of a misdemeanor and shall be punished as follows:

(1) Upon a first conviction, by a fine of not more than five hundred dollars ($500), by imprisonment in the County jail for a period of not more than six months, or by both that fine and imprisonment.

(2) If the defendant has been previously convicted once of a violation of any offense defined in this chapter or Section 415.5, by imprisonment in the county jail for a period of not less than 10 days or more than six months, or by both that imprisonment and a fine of not more than five hundred dollars ($500), and shall not be released on probation, parole, or any other basis until he or she has served not less than 10 days.

(3) If the defendant has been previously convicted two or more times of a violation of any offense defined in this chapter or Section 415.5, by imprisonment in the county jail for a period of not less than 90 days or more than six months, or by both that imprisonment and a fine of not more than five hundred dollars ($500), and shall not be released on probation, parole, or any other basis until he or she has served not less than 90 days.

(b) The provisions of this section shall not be utilized to impinge upon the lawful exercise of constitutionally protected rights of freedom of speech or assembly.

(c) When a person is directed to leave pursuant to subdivision (a), the person directing him or her to leave shall inform the person that if he or she reenters the campus or facility within seven days, he or she will be guilty of a crime.

626.7 Entering School Campus or Facility - Interfere with Peaceful Conduct - Removal and Reentry

(a) If a person who is not a student, officer, or employee of a public school, and who is not required by his or her employment to be on the campus or any other facility owned, operated, or controlled by the governing board of that school, enters a campus or facility, and it reasonably appears to the chief administrative officer of the campus or facility, or to an officer or employee designated by the chief administrative officer to maintain order on the campus or facility, that the person is committing any act likely to interfere with the peaceful conduct of the activities of the campus or facility, or has entered the campus or facility for the purpose of committing any such act, the chief administrative officer or his or her designee may direct the person to leave the campus or facility. If that person fails to do so or if the person willfully and knowingly reenters upon the campus or facility within 30 days after being directed to leave, or within seven days if the person is a parent or guardian of a student attending that school, he or she is guilty of a misdemeanor and shall be punished as follows:

(1) Upon a first conviction, by a fine of not more than five hundred dollars ($500), by imprisonment in a county jail for a period of not more than six months, or by both that fine and imprisonment.

(2) If the defendant has been previously convicted once of a violation of any offense defined in this chapter or Section 415.5, by imprisonment in a county jail

for a period of not less than 10 days or more than six months, or by both that imprisonment and a fine of not more than five hundred dollars ($500), and the defendant shall not be released on probation, parole, or any other basis until he or she has served not less than 10 days.

(3) If the defendant has been previously convicted two or more times of a violation of any offense defined in this chapter or Section 415.5, by imprisonment in a county jail for a period of not less than 90 days or more than six months, or by both that imprisonment and a fine of not more than five hundred dollars ($500), and the defendant shall not be released on probation, parole, or any other basis until he or she has served not less than 90 days.

For purposes of this section, a representative of a school employee organization engaged in activities related to representation, as provided for in Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code, shall be deemed a person required by his or her employment to be in a school building or on the grounds of a school.

(b) The provisions of this section shall not be utilized to impinge upon the lawful exercise of constitutionally protected rights of freedom of speech or assembly.

(c) When a person is directed to leave pursuant to subdivision (a), the person directing him or her to leave shall inform the person that if he or she reenters the campus or facility within the number of days prescribed by subdivision (a) he or she will be guilty of a crime.

(d) Notwithstanding any other subdivision of this section, the chief administrative officer, or his or her designee, shall allow a person previously directed to leave the campus or facility pursuant to this section to reenter the campus if the person is a parent or guardian of a pupil enrolled at the

campus or facility who has to retrieve the pupil for disciplinary reasons, for medical attention, or for a family emergency.

626.8 Person Upon or Near School Ground Without Lawful Business - Interfering With Peaceful Conduct

(a) Any person who comes into any school building or upon any school ground, or street, sidewalk, or public way adjacent thereto, without lawful business thereon, and whose presence or acts interfere with the peaceful conduct of the activities of the school or disrupt the school or its pupils or school activities, or any specified sex offender who comes into any school building or upon any school ground, or street, sidewalk, or public way adjacent thereto, unless the person is a parent or guardian of a child attending that school, or is a student at the school or has prior written permission for the entry from the chief administrative officer of that school, is guilty of a misdemeanor if he or she does any of the following:

(1) Remains there after being asked to leave by the chief administrative official of that school or his or her designated representative, or by a person employed as a member of a security or police department of a school district pursuant to Section 39670 of the Education Code, or a city police officer, or sheriff or deputy sheriff, or a Department of the California Highway Patrol peace officer.

(2) Reenters or comes upon that place within seven days of being asked to leave by a person specified in paragraph (1).

(3) Has otherwise established a continued pattern of unauthorized entry.

This section shall not be utilized to impinge upon the lawful exercise of constitutionally protected rights of freedom of speech or assembly.

(b) Punishment for violation of this section shall be as follows:

(1) Upon a first conviction by a fine not exceeding five hundred dollars ($500), by imprisonment in the county jail for a period of not more than six months, or by both the fine and imprisonment.

(2) If the defendant has been previously convicted once of a violation of any offense defined in this chapter or Section 415.5, by imprisonment in the county jail for a period of not less than 10 days or more than six months, or by both imprisonment and a fine of not exceeding five hundred dollars ($500), and shall not be released on probation, parole, or any other basis until he or she has served not less than 10 days.

(3) If the defendant has been previously convicted two or more times of a violation of any offense defined in this chapter or Section 415.5, by imprisonment in the county jail for a period of not less than 90 days or more than six months, or by both imprisonment and a fine of not exceeding five hundred dollars ($500), and shall not be released on probation, parole, or any other basis until he or she has served not less than 90 days.

(c) As used in this section, the following definitions govern the meaning of the following words and phrases:

(1) "Specified sex offender" means any person required to register pursuant to Section 290, who has been convicted of a violation of Section 220, 261,266, 267, 272, 288, or 289, or of subdivision (c), (d), or (f) of Section 286, or of subdivision (c), (d), or (f) of Section 288a, or of an attempt to commit any of these offenses.

(2) "Lawful business" means a reason for being present upon school property which is not otherwise prohibited by statute, by ordinance, or by any regulation adopted pursuant to statute or ordinance.

(3) "Continued pattern of unauthorized entry" means that on at least two prior occasions in the same school year the defendant came into any school building or upon any school ground, or street, sidewalk, or public way adjacent thereto, without lawful business thereon, and his or her presence or acts interfered with the peaceful conduct of the activities of the school or disrupted the school or its pupils or school activities, and the defendant was asked to leave by a person specified in paragraph (1) of subdivision (a).

(4) In the case of a specified sex offender, "continued pattern of unauthorized entry" means that on at least two prior occasions in the same school year the defendant came into any school building or upon any school ground, or street, sidewalk, or public way adjacent thereto, and the defendant was asked to leave by a person specified in paragraph (1) of subdivision (a).

(5) "School" means any preschool or school having any of grades kindergarten through 12.

(d) When a person is directed to leave pursuant to paragraph (1) of subdivision (a), the person directing him or her to leave shall inform the person that if he or she reenters the place within seven days he or she will be guilty of a crime.

626.85 Drug Offender On School Grounds

(a) Any specified drug offender who, at any time, comes into any school building or upon any school ground, or adjacent street, sidewalk, or public way, unless the person is a parent or guardian of a child attending that school and his or her presence is during any school activity, or is a student at the school and his or her presence is during any school activity, or has prior written permission for the entry from the chief administrative officer of that school, is guilty of a

misdemeanor if he or she does any of the following:

(1) Remains there after being asked to leave by the chief administrative officer of that school or his or her designated representative, or by a person employed as a member of a security or police department of a school district pursuant to Section 39670 of the Education Code, or a city police officer, sheriff, or a Department of the California Highway Patrol peace officer.

(2) Reenters or comes upon that place within seven days of being asked to leave by a person specified in paragraph (1) of subdivision (a).

(3) Has otherwise established a continued pattern of unauthorized entry.

This section shall not be utilized to impinge upon the lawful exercise of constitutionally protected rights of freedom of speech or assembly, or to prohibit any lawful act, including picketing, strikes, or collective bargaining.

(b) Punishment for violation of this section shall be as follows:

(1) Upon a first conviction, by a fine not exceeding one thousand dollars ($1,000), by imprisonment in the county jail for a period of not less than ten days or more than six months, or by both imprisonment and a fine not exceeding one thousand dollars ($1,000) and the defendant shall not be released on probation, parole, or any other basis until he or she has served not less than 10 days.

(2) If the defendant has been previously convicted once of a violation of any offense defined in this chapter or Section 415.5, by imprisonment in the county jail for a period of not less than 10 days or more than six months, or by both imprisonment and a fine not exceeding one thousand dollars ($1,000), and the defendant shall not be released on probation, parole, or any other basis until he or she has served not less

than 10 days.

(3) If the defendant has been previously convicted two or more times of a violation of any offense defined in this chapter or Section 415.5, by imprisonment in the county jail for a period of not less than 90 days or more than six months, or by both imprisonment and a fine not exceeding one thousand dollars ($1,000), and the defendant shall not be released on probation, parole, or any other basis until he or she has served not less than 90 days.

(c) As used in this section:

(1) "Specified drug offender" means any person who, within the immediately preceding three years, has a felony or misdemeanor conviction of either:

(A) Unlawful sale, or possession for sale, of any controlled substance, as defined in Section 11007 of the Health and Safety Code.

(B) Unlawful use, possession, or being under the influence of any controlled substance, as defined in Section 11007 of the Health and Safety Code, where that conviction was based on conduct which occurred, wholly or partly, in any school building or upon any school ground, or adjacent street, sidewalk, or public way.

(2) "Continued pattern of unauthorized entry" means that on at least two prior occasions in the same calendar year the defendant came into any school building or upon any school ground, or adjacent street, sidewalk, or public way, and the defendant was asked to leave by a person specified in paragraph (1) of subdivision (a).

(3) "School" means any preschool or school having any of grades kindergarten to 12, inclusive.

(4) "School activity" means and includes any school session, any extracurricular activity or event sponsored by or participated in by the school, and the

30-minute periods immediately preceding and following any session, activity, or event.

(d) When a person is directed to leave pursuant to paragraph (1) of subdivision (a), the person directing him or her to leave shall inform the person that if he or she reenters the place he or she will be guilty of a crime.

626.9 Bringing or Possessing Firearm on Grounds of Public School, College, or University

(a) This section shall be known, and may be cited, as the Gun-Free School Zone Act of 1995.

(b) Any person who possesses a firearm in a place that the person knows, or reasonably should know, is a school zone, as defined in paragraph (1) of subdivision (e), unless it is with written permission of the school district superintendent, his or her designee, or equivalent school authority, shall be punished as specified in subdivision (f).

(c) Subdivision (b) shall not apply to the possession of a firearm under any of the following circumstances:

(1) Within a place of residence or place of business or on private property, if the place of residence, place of business, or private property is not part of the school grounds and the possession of the firearm is otherwise lawful.

(2) The firearm is an unloaded pistol, revolver, or other firearm capable of being concealed on the person and is in a locked container or within the locked trunk of a motor vehicle.

This section shall not prohibit or limit the otherwise lawful transportation of any other firearm, other than a pistol, revolver, or other firearm capable of being concealed on the person, in accordance with state law.

(3) When the person possessing the firearm reasonably believes that he or she is in grave danger because of circumstances forming the basis of a current restraining order issued by a court against another person

or persons who has or have been found to pose a threat to his or her life or safety. This subdivision may not apply when the circumstances involve a mutual restraining order issued pursuant to Division 10 (commencing with Section 6200) of the Family Code absent a factual finding of a specific threat to the person's life or safety. Upon a trial for violating subdivision (b), the trier of a fact shall determine whether the defendant was acting out of a reasonable belief that he or she was in grave danger.

(4) The person is exempt from the prohibition against carrying a concealed firearm pursuant to subdivision (b), (d), (e), or (h) of Section 12027.

(d) Except as provided in subdivision (b), it shall be unlawful for any person with reckless disregard for the safety of another, to discharge, or attempt to discharge, a firearm in a school zone, as defined in paragraph (1) of subdivision (e).

The prohibition of this subdivision shall not apply to the discharge of a firearm to the extent that the conditions of paragraph (1) of subdivision (c) are satisfied.

(e) As used in this section, the following definitions shall apply:

(1) "School zone" means an area in, or on the grounds of, a public or private school providing instruction in kindergarten or grades 1 to 12, inclusive, and within a distance of 1,000 feet from the grounds of the public or private school.

(2) "Firearm" has the same meaning as that term is given in Section 12001.

(3) "Locked container" has the same meaning as that term is given in subdivision (c) of Section 12026.1.

(4) "Concealed firearm" has the same meaning as that term is given in Sections 12025 and 12026.1.

(f)(1) Any person who violates subdivision (b) by possessing a firearm in, or on the grounds of, a public or private

school providing instruction in kindergarten or grades 1 to 12, inclusive, shall be punished by imprisonment in the state prison for two, three, or five years.

(A) By imprisonment in the state prison for two, three, or five years, if any of the following circumstances apply:

(i) If the person previously has been convicted of any felony, or of any crime made punishable by Chapter I (commencing with Section 12000) of Title 2 of Part 4.

(ii) If the person is within a class of persons prohibited from possessing or acquiring a firearm pursuant to Section 12021 or 12021.1 of this code or Section 8100 or 8103 of the Welfare and Institutions Code.

(iii) If the firearm is any pistol, revolver, or other firearm capable of being concealed upon the person and the offense is punished as a felony pursuant to Section 12025.

(B) By imprisonment in a county jail for not more than one year or by imprisonment in the state prison for two, three, or five years, in all cases other than those specified in subparagraph (A).

(3) Any person who violates subdivision (d) shall be punished by imprisonment in the state prison for three, five, or seven years.

(g)(1) Every person convicted under this section for a misdemeanor violation of subdivision (b) who has been convicted previously of a misdemeanor offense enumerated in Section 12001.6 shall be punished by imprisonment in a county jail for not less than three months, or if probation is granted or if the execution or imposition of sentence is suspended, it shall be a condition thereof that he or she be imprisoned in a county jail for not less than three months.

(2) Every person convicted under this section of a felony violation of subdivision (b) or (d) who has been convicted previously of a misdemeanor offense enu-

merated in Section 12001.6 if probation is granted or if the execution of sentence is suspended, it shall be a condition thereof that he or she be imprisoned in a county jail for not less than three months.

(3) Every person convicted under this section for a felony violation of subdivision (b) or (d) who has been convicted previously of any felony, or of any crime made punishable by Chapter I (commencing with Section 12000) of Title 2 of Part 4, if probation is granted or if the execution or imposition of sentence is suspended, it shall be a condition thereof that he or she be imprisoned in a county jail for not less than three months.

(4) The court shall apply the three-month minimum sentence specified in this subdivision, except in unusual cases where the interests of justice would best be served by granting probation or suspending the execution or imposition of sentence without the minimum imprisonment required in this subdivision or by granting probation or suspending the execution or imposition of sentence with conditions other than those set forth in this subdivision, in which case the court shall specify on the record and shall enter on the minutes the circumstances indicating that the interests of justice would best be served by this disposition.

Any person who violates subdivision (d) shall be punished by imprisonment in the state prison for three, five, or seven years.

(h) Any person who brings or possesses a loaded firearm upon the grounds of any university or college campus, including the University of California, the California State University, the California Community Colleges, or any private university or college, unless it is with the written permission of the university or college president, his or her designee, or equivalent university or college authority, shall

be punished by imprisonment in the state prison for two, three, or four years.

(i) Any person who brings or possesses a firearm upon the grounds of any university or college campus, including the University of California, the California State University, the California Community Colleges, or any private university or college, unless it is with the written permission of the university or college president, his or her designee, or equivalent university or college authority, shall be punished by imprisonment in the state prison for one, two, or three years.

(j) For purposes of this section, a firearm shall be deemed to be loaded when there is an unexpended cartridge or shell, consisting of a case which holds a charge of powder and a bullet or shot, in, or attached in any manner to, the firearm, including, but not limited to, in the firing chamber, magazine, or clip thereof attached to the firearm. A muzzle-loader firearm shall be deemed to be loaded when it is capped or primed and has a powder charge and ball or shot in the barrel or cylinder.

(k) This section shall not require that notice be posted regarding the proscribed conduct.

(l) This section shall not apply to a duly appointed peace officer as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2, a full-time paid peace officer of another state or the federal government who is carrying out official duties while in California, any person summoned by any of these officers to assist in making arrests or preserving the peace while he or she is actually engaged in assisting the officer, a member of the military forces of this state or of the United States who is engaged in the performance of his or her duties, a person holding a valid license to carry the firearm pursuant to Article 3 (commencing with Section 12050) of Chapter 1 of Title 2 of Part 4, or an armored vehicle guard, engaged in the performance of his or her duties, as defined in subdivision (e) of Section 7521 of the Business and Professions Code.

(m) This section shall not apply to a security guard authorized to carry a loaded firearm pursuant to Section 12031.

(n) This section shall not apply to an existing shooting range at a public or private school or university or college campus.

(o) This section shall not apply to an honorably retired peace officer authorized to carry a concealed or loaded firearm pursuant to subdivision (a) or (i) of Section 12027 or paragraph (1) or (8) of subdivision (b) of Section 12031.

626.95 Possess/Brandish Firearm Where Children Gather

(a) Any person who is in violation of paragraph (2) of subdivision (a), or subdivision (b), of Section 417, or Section 12025 or 12031, upon the grounds of or within a playground, or a public or private youth center during hours in which the facility is open for business, classes, or school-related programs, or at any time when minors are using the facility, knowing that he or she is on or within those grounds, shall be punished by imprisonment in the state prison for one, two, or three years, or in a county jail not exceeding one year.

(b) State and local authorities are encouraged to cause signs to be posted around playgrounds and youth centers giving warning or prohibition of the possession of firearms upon the grounds of or within playgrounds or youth centers.

(c) For purposes of this section, the following definitions shall apply:

(1) "Playground" means any park or recreational area specifically designed to be used by children that has play equipment installed, including public grounds designed for athletic activities such as baseball, football, soccer, or basketball, or any similar facility located on public or private school grounds, or on city or county parks.

(2) "Youth center" means any public or private facility

that is used to host recreational or social activities for minors while minors are present.

(d) It is the Legislature's intent that only an actual conviction of a felony of one of the offenses specified in this section would subject a person to firearms disabilities under the federal Gun Control Act of 1968 (P.L. 90-618; 18 U.S.C. Section 921).

926.10 Knives, Razors, Tasers, Stun Guns, Etc. on School Grounds - Exceptions

(a) Any person, except a duly appointed peace officer as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2, a full-time paid peace officer of another state or the federal government who is carrying out official duties while in this state, a person summoned by any officer to assist in making arrests or preserving the peace while the person is actually engaged in assisting any officer, or a member of the military forces of this state or the United States who is engaged in the performance of his or her duties, who brings or possesses any dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, a razor with an unguarded blade, a taser, or a stun gun, as defined in subdivision (a) of Section 244.5, any instrument that expels a metallic projectile such as a 1313 or a pellet, through the force of air pressure, C02 pressure, or spring action, or any spot marker gun, upon the grounds of, or within, any public or private school providing instruction in kindergarten or any of grades 1 to 12, inclusive, is guilty of a public offense, punishable by imprisonment in a county jail not exceeding one year, or by imprisonment in the state prison.

(b) Any person, except a duly appointed peace officer as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2, a full-time paid peace officer of another state or the federal government who is carrying out official duties while in this state, a person summoned by any officer

to assist in making arrests or preserving the peace while the person is actually engaged in assisting any officer, or a member of the military forces of this state or the United States who is engaged in the performance of his or her duties, who brings or possesses any dirk, dagger, ice pick, or knife having a fixed blade longer than 2 1/2 inches upon the grounds of, or within, any private university, the University of California, the California State University, or the California Community Colleges is guilty of a public offense, punishable by imprisonment in a county jail not exceeding one year, or by imprisonment in the state prison.

(c) Subdivisions (a) and (b) do not apply to any person who brings or possesses a knife having a blade longer than 2 1/2 inches or a razor with an unguarded blade upon the grounds of, or within, a public or private school providing instruction in kindergarten or any of grades 1 to 12, inclusive, or any private university, state university, or community college at the direction of a faculty member of the private university, state university, or community college, or a certificated or classified employee of the school for use in a private university, state university, community college, or school-sponsored activity or class.

(d) Subdivisions (a) and (b) do not apply to any person who brings or possesses an ice pick, a knife having a blade longer than 2 1/2 inches, or a razor with an unguarded blade upon the grounds of, or within, a public or private school providing instruction in kindergarten or any of grades 1 to 12, inclusive, or any private university, state university, or community college for a lawful purpose within the scope of the person's employment.

(e) Subdivision (b) does not apply to any person who brings or possesses an ice pick or a knife having a fixed blade longer than 2 1/2 inches upon the grounds of, or within, any private university, state university, or community college for lawful use in or around a residence or residential facility located upon those grounds or for lawful use in food prepa-

ration or consumption.

(f) Subdivision (a) does not apply to any person who brings an instrument that expels a metallic projectile such as a BB or a pellet, through the force of air pressure, C02 pressure, or spring action, or any spot marker gun upon the grounds of, or within, a public or private school providing instruction in kindergarten or any of grades 1 to 12, inclusive, if the person has the written permission of the school principal or his or her designee.

(g) Any certificated or classified employee or school peace officer of a public or private school providing instruction in kindergarten or any of grades 1 to 12, inclusive, may seize any of the weapons described in subdivision (a), and any certificated or classified employee or school peace officer of any private university, state university, or community college may seize any of the weapons described in subdivision (b), from the possession of any person upon the grounds of, or within, the school if he or she knows, or has reasonable cause to know, the person is prohibited from bringing or possessing the weapon upon the grounds of, or within, the school.

(h) As used in this section, "dirk" or "dagger" means a knife or other instrument with or without a hand guard that is capable of ready use as a stabbing weapon that may inflict great bodily injury or death.

627.1 Definitions - Access to School Grounds

As used in this chapter, with regard to a public school:

(a) An "outsider" is any person other than:

(1) A student of the school except that a student who is currently suspended from the school shall be deemed an outsider for purposes of this chapter.

(2) A parent or guardian of a student of the school.

(3) An officer or employee of the school district that maintains the school.

(4) A public employee whose employment requires him

or her to be on school grounds, or any person who is on school grounds at the request of the school.

(5) A representative of a school employee organization who is engaged in activities related to the representation of school employees.

(6) An elected public official.

(7) A person who comes within the provisions of Section 1070 of the Evidence Code by virtue of his or her current employment or occupation.

(b) "School grounds" are the buildings and grounds of the public school.

(c) "School hours" extend from one hour before classes begin until one hour after classes end.

(d) "Principal" is the chief administrative officer of the public school.

(e) "Designee" is a person whom the principal has authorized to register outsiders pursuant to this chapter.

(f) "Superintendent" is the superintendent of the school district that maintains the school or a person (other than the principal or someone employed under the principal's supervision) who the superintendent has authorized to conduct hearings pursuant to Section 627.5.

627.2. Registration of Outsiders Required

No outsider shall enter or remain on school grounds during school hours without having registered with the principal or designee, except to proceed expeditiously to the office of the principal or designee for the purpose of registering. If signs posted in accordance with Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the principal or designee, an outsider shall comply with such signs.

627.6 Signs - Notice of Registration Requirement

At each entrance to the school grounds of every public school at which this chapter is in force, signs shall be posted

specifying the hours during which registration is required pursuant to Section 627.2, stating where the office of the principal or designee is located and what route to take to that office, and setting forth the applicable requirements of Section 627.2 and the penalties for violation of this chapter.

627.7 Failure or Refusal to Leave School Grounds Promptly

It is a misdemeanor punishable by imprisonment in the county jail not to exceed six months, or by a fine not to exceed five hundred dollars ($500), or by both, for an outsider to fail or refuse to leave the school grounds promptly after the principal, designee, or school security officer has requested the outsider to leave or to fail to remain off the school grounds for 7 days after being requested to leave, if the outsider does any of the following:

(1) Enters or remains on school grounds without having registered as required by Section 627.2.

(2) Enters or remains on school grounds after having been denied registration pursuant to subdivision (a) of Section 627.4.

(3) Enters or remains on school grounds after having registration revoked pursuant to subdivision (b) of Section 627.4.

(b) The provisions of this section shall not be utilized to impinge upon the lawful exercise of constitutionally protected rights of freedom of speech or assembly.

(c) When a person is directed to leave pursuant to subdivision (a), the person directing him or her to leave shall inform the person that if he or she reenters the place within 7 days he or she will be guilty of a crime.

Terrorists Threats

422. Threats to Commit Crime Resulting in Death or Great Bodily Injury

Any person who willfully threatens to commit a crime which will result in death or great bodily injury to another person, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety, shall be punished by imprisonment in the county jail not to exceed one year, or by imprisonment in the state prison.

For the purposes of this section, "immediate family" means any spouse, whether by marriage or not, parent, child, any person related by consanguinity or affinity within the second degree, or any other person who regularly resides in the household, or who, within the prior six months, regularly resided in the household.

APPENDIX C:
Bomb Threat Report

Date:_____

Time:_____

Report Received By:_____

Telephone Number Report Received On:_____

What did caller say:_____

_____

_____

_____

_____

Where was device supposed to be: _____

_____

Why was device planted:_____

_____

Characteristics of Caller

Appeared nervous YES NO

❑ Male ❑ Female

Accent:_____

Tone of voice:_____

Approximate age:_____

Who did you notify:_____

Were police contacted:_____

By Whom:_____

Time:_____

Did police respond: YES NO

Who was in charge of search for device:_____

Was a device found: YES NO

About the Author

Gerald W. "Jerry" Boyd holds a Bachelor of Arts Degree (cum laude) from Loyola University of Los Angeles and a Master of Science Degree in Criminal Justice Administration from California State University, Long Beach. He has served as an educator on a full-time basis for over five years, and has taught at the college and university level on a part-time basis for 26 years.

From 1967 until mid 1996, Mr. Boyd served as a full-time law enforcement officer. His assignments were varied, and he held all ranks from patrol officer to chief of police. His tenure as chief of police spanned 15 years. Mr. Boyd has authored three books on public safety-related subjects and has had over three dozen articles published in professional journals.

Mr. Boyd has been a member of the faculty of Bishop Quinn High School and St. Francis Middle School in Palo Cedro, California since 1997. He is presently the Associate Principal of both schools. He serves as a member of the Board of Directors of the Youth Violence Prevention Council of Shasta County and is co-chair of the county's School Safety Committee.

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